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ABSTRACT

This report describes the activities undertaken by the City of Philadelphia School District during its voluntary desegregation preimplementation orientation and training year (1977-1978). School District activities are described in five areas: staff development, community involvement, dissemination, funding, and the movement of pupils. Appended to the paper are a desegregation plan update report, staff development and dissemination information, descriptions of special program high schools, descriptions of Elementary and Secondary Education Act programs, a table of school enrollment broken down by race, and the results of a high school student questionnaire. (MK)

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SCHOOL DISTRICT OF PHILADELPHIA

# REPORT ON THE STATUS OF THE VOLUNTARY DESEGREGATION PLAN OF THE SCHOOL DISTRICT OF PHILADELPHIA

January 22, 1980
March 24, 1980 (Revised)

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## THE PHILADELPHIA SETTING

Philadelphia is the fourth largest city in the United States with a total population approaching two million persons. At the 1970 census, 33.6% of the population was black. Current estimates for the 1980 census project a city of 43% black, 52% white and 5% Hispanic.

Philadelphia has gone through many changes since 1970. Several former run-down neighborhoods in the heart of the center city area have been revitalized. Middle and upper middle class families have moved into these areas, many with school age children.

Nevertheless, the overall public school population is declining. From the 1978-1979 to the 1979-1980 school year, the District has lost over 12,000 students. The proliferation of special education classes resulting from compliance with Public Law 94-142 and the new projects added because of the Voluntary Desegregation Plan result in a school district used to its fullest capacity, even with the drop in enrollment.

The School District of Philadelphia has 232,328 pupils enrolled. Current information, based upon the Fall, 1979, Update of the Pupil Directory System, indicates that 62.8% of all the pupils were black, 6.7% Hispanic, and 30.5% white or other. Thus, the racial distribution of the general population and public schools is very different.

Data from the Fall, 1979, Update of the Pupil Directory System show 68 desegregated schools or programs. The School District has five fewer schools and 25,614 fewer students than it did in 1976-1977, the year prior to the implementation of the Voluntary Desegregation Plan. At that time, there were 47 desegregated schools serving 40,171 students. The 68 currently desegregated schools serve 51,699 students. This is an increase of 21 desegregated schools and 11,528 more students exposed to a desegregated education since the inception of the voluntary plan. Based on total enrollment, only 15.6% of the students were in desegregated schools prior to the plan. Currently, 22.3% are in desegregated schools.

All this movement has occurred in spite of the fact that the distribution of racial groups varies widely in the eight subadministrative districts into which the School District of Philadelphia is divided. Districts 1, 2, 3, 4 and 6 have the highest percentages of black pupils. District 5 and, to a lesser degree, District 7 have the largest percentages of Hispanic students. Districts 7 and 8 have the highest concentration of white students.

The geographical layout of the City of Philadelphia, the large number of pupils involved, local pressure groups and the locations of areas of racial isolation are difficult complications when implementing a voluntary desegregation plan. Current efforts have shown that problems such as these can be surmounted when there is a concerted effort on the part of everyone involved.

# I. INTRODUCTION

On July 1, 1977, the Commonwealth Court of Pennsylvania directed the School District of Philadelphia to "proceed with the detailed development and implementation" of its July, 1976, Voluntary Desegregation Plan. The Court order further directed that the School District initiate this plan in September of 1978, with February of 1980 identified as the review date.

Under the plan, parents are encouraged to voluntarily transfer their children to schools other than their neighborhood schools to receive learning experiences in desegregated school environments. The plan is based on a number of elements, including magnet schools, pairing of schools, establishment of new and expanded programs, and special projects.

## A. Background

Immediately after the directive from the Commonwealth Court, Dr. Michael P. Marcase, Superintendent of the School District of Philadelphia, formed the School District Desegregation Steering Committee. The purpose of this committee was to aid in the development and implementation of the voluntary plan. This committee was composed of members of key divisions within the administrative component of the School District and met on a bi-weekly basis.

At about the same time, Mr. Augustus Baxter, a member of the Board of Education of the School District of Philadelphia, established the Citizens' Panel for Desegregation. This panel met for the first time on October 25, 1977, and was comprised of over 100 representatives of the community and the School District. Four members of the Citizens' Panel were named by Superintendent Marcase to serve as liaisons between the Citizens' Panel and the Desegregation Steering Committee. In addition, some members of the Citizens' Panel also served as liaisons with desegregation resource teams established later within the eight subdistricts of the School District of Philadelphia. The purpose of the Citizens' Panel was defined at their first session as one of support and cooperation in providing suggestions for planning programs and disseminating information to the community through their various constituent groups.

In addition to these two committees, the Administrative Desegregation Committee of District Superintendents was formed to make key decisions relating to programming and staff development at the district level. This group met and continues to meet on a monthly basis and closely monitors the Voluntary Desegregation Plan at the local level. During the course of the 1977-78 school year, this committee was able to accomplish the following tasks crucial to the success of the voluntary plan:

- development of district desegregation plans

- involvement of district staffs in the desegregation process

- development of district desegregation resource teams

- establishment of vehicles for dissemination of desegregation information to the community

- scheduling of staff workshops for planning and implementation

The Administrative Desegregation Committee, under the leadership of then Deputy Superintendent for Field Operations, Mr. Charles A. Highsmith, became actively involved in the planning for implementation of an effective system-wide plan. One outcome of this committee's efforts was a resolution passed by the Board of Education on February 13, 1978, mandating the elimination of voluntary transfers except for desegregation purposes.

B. Overview

To prepare the various segments of the Philadelphia school community for voluntary desegregation, the School District identified the period from September, 1977, to September, 1978, as a preimplementation year during which orientation and training sessions were established for parents, students, administrative and supervisory staff, instructional staff, and noninstructional staff, as well as the business community. This was a period characterized by numerous workshops, committee meetings, planning sessions, communications campaigns, and community forums. It was a time set aside to promote desegregation, answer questions, dispel myths, and allay fears about desegregation, as well as present descriptions of programs and options available under the Voluntary Desegregation Plan.

To accomplish the task directed by the Commonwealth Court, the School District of Philadelphia proceeded in five areas: staff development, community involvement, dissemination, funding, and the movement of pupils.

A Desegregation Update in brief is provided in Appendix "A."

## II. STAFF DEVELOPMENT

During the preimplementation year, the Office of Integration and Intergroup Relations (OIIR) undertook a massive program to prepare the various levels of School District personnel with the necessary intergroup and human relations skills and information to facilitate the implementation process. This program included site visits to selected cities involved in desegregation and conferences, workshops, and technical assistance provided by nationally recognized experts in the area of desegregation.

### A. Site Visits

To further enhance the planning for voluntary desegregation, a Planning Proposal was initiated by the OIIR. Thirty thousand dollars in Title IV Civil Rights Discretionary Funds was made available to the School District to assist with the desegregation effort. The Planning Proposal was developed according to the parameters established by the U.S. Office of Education and the Pennsylvania Department of Education. These categorical funds were earmarked for two purposes: 1) to provide an opportunity for Board members and key decision makers to visit selected cities involved in desegregation to explore techniques and methods which would aid in the development and implementation of Philadelphia's plan; 2) to bring nationally recognized consultants to Philadelphia to assist School District staff in developing elements of the desegregation plan in detail.

The first site visit was to the Hillsborough County School District in Tampa, Florida, on February 14, 1978. Since that time, key people of the Philadelphia School District, including members of the School Board, as well as administrative and supervisory personnel, have visited many additional school districts throughout the country, including Houston and Dallas, Texas; Los Angeles, California; Chicago, Illinois; Denver, Colorado; Boston, Massachusetts; and Montclair, New Jersey.

### B. Conferences, Workshops, and Technical Assistance

During this same period of time, the preimplementation year, 1977-78, OIIR also conducted staff development workshops through a grant received under Title IV of the Civil Rights Act. These workshops included programs aimed at reducing problems incident to desegregation on the basis of both race and sex. Kindergarten, first and second grade teachers, recently appointed school personnel, vocational education teachers, and principals of schools in Phase I of the Voluntary Desegregation Plan of the School District were among the over 700 participants.

Personnel from within the School District, as well as national consultants, were used as resource people to provide relevant information and techniques for remediating sex and race discrimination. These consultants included: Florence Jean Wright, Office of Equal Opportunity, Pennsylvania Department of Education; Marva Washington, teacher, Catharine Elementary School; Jose Vasquez, principal, McKinley Elementary School; Pearlie Reaves, teacher, Meade Elementary School; Ida Peterson, principal, East Falls

Elementary School; Martha Young, principal, Prince Hall Elementary School; Harold Kessler and Marvin Robinson, curriculum specialists, Division of Social Studies; Barbara Lett-Simons, at large member, Board of Education, Washington, D.C.; and John Graham, professor, Department of Educational Administration, California State College, Long Beach, California.

The General Assistance Center on Desegregation and Conflict of the University of Pittsburgh, working in conjunction with OIIR, presented additional assistance to the School District in the form of the services of nationally known desegregation consultants and the staff of the General Assistance Center and the cost of facilities and meals for conferences and workshops.

This assistance began with an all-day conference on November 7, 1977, at the Hilton Hotel. This meeting was followed by a two-day conference at the Sheraton Airport Inn on December 8 and 9, 1977. These conferences included all administrators, supervisors, and OIRR staff and resulted in the scheduling of workshop conferences, featuring nationally known desegregation consultants, for administrative and supervisory staffs of all the eight subdistricts.

Each of these subdistrict conferences was planned around the needs and goals of that particular area of the larger School District. This enabled the consultants to function more effectively and afforded the district superintendents the opportunity to develop their own district administrative desegregation teams and formulate their district desegregation plans with the technical assistance of the consultants.

The desegregation planning and preparation effort gathered momentum as the preimplementation year progressed. During the months of April, May, and June of 1978, there was a total of 125 activities occurring in the School District in the area of planning for voluntary desegregation. These activities included technical assistance to all of the district superintendents, their administrative teams and the district desegregation resource teams.

Other activities included all-day workshop conferences for district desegregation resource teams, presentations at various home and school association meetings, and planning sessions with consultants and administrative staffs.

During the summer of 1978, several workshops led by nationally prominent educators were held as the result of an extension from June 30 to September 30 of the funding period of the Title IV grant to the School District. These workshops included 815 participants and had three goals:

1. to provide participants with information on the needs and problems of their multiracial, multiethnic student population.

2. to provide participants with skills and strategies for reducing problems incident to desegregation in their classrooms.

3. to provide participants with human relations and communications skills to deal more effectively with students, parents and staff members in multiracial, multiethnic schools.

In order to sustain the momentum of the preimplementation year and to reinforce preparation for the implementation process, OIIR conducted workshops during August of 1978 for staffs of schools involved in the initial phase of the Voluntary Desegregation Plan. The summer training included a workshop in intergroup skills for teachers, instructional aides, and noninstructional personnel. In addition, principals and internal security personnel participated in a workshop on problem analysis skills. (See Appendix "B.")

OIIR conducted 73 additional workshops, conferences, or meetings involving all eight subdistricts.

During the implementation year, the Office of Staff and Leadership Development of the School District was also involved in preparing school personnel for voluntary desegregation. During this period, the office conducted 50 workshops for principals, administrative and supervisory staff, school and community resource people, parents, and teachers. These workshops were held in various locations around the School District and were aimed primarily at those schools funded under the Emergency School Aid Act. Topics included: program planning, organization and scheduling; teacher orientation; curriculum development and instructional strategies; program evaluation; and information dissemination.

In addition, this office arranged for consultants from Albert Einstein Community Mental Health Center to conduct a series of workshops for teachers and principals. These workshops dealt with such topics as similarities and differences between various cultural groups; attitudes toward desegregation; socialization and achievement as related to desegregation; and verbal and nonverbal communication.

## III. COMMUNITY INVOLVEMENT

As was noted in the previous section, parents and other community representatives were directly and actively involved with School District personnel in many of the training and planning sessions. In addition, each district took steps to involve its various communities in activities which would best prepare them to participate in and support the voluntary desegregation effort.

### A. Activities

The opportunities for community and parental involvement varied as much within as between districts. In some cases, individual districts conducted meetings for parents and interested community leaders for the purpose of disseminating information and gathering feedback about programmatic plans, available options, and transfer procedures. Other activities included parental school visitation days when parents of a particular race were invited to visit schools recruiting pupils of that race in order to desegregate the schools.

Student exchange programs were also carried out involving the pairings of two schools identified as racially different and located in different neighborhoods. Under this program, pupils and parents from each school volunteered to spend time at the other school, giving them direct experience with different races and cultures.

Several districts also prepared booklets describing the voluntary plan and any special programs or features that schools might use to attract pupils of another race.

Along with the efforts of the various districts to involve parents and community leaders in the Voluntary Desegregation Plan and to elicit their active support of the plan, the School District contacted hundreds of community and business organizations and offered to provide speakers in the person of administrators directly responsible for coordinating the Voluntary Desegregation Plan. As a result of this contact, the superintendent, the associate superintendent for Field Operations, and other key administrators within the School District met with groups and organizations from all areas of the city at various times of the day and night to discuss and explain the Voluntary Desegregation Plan. By the end of the implementation year, 1978-79, over two hundred groups had had the opportunity for an in-depth explanation of this plan.

### B. Committees

As a result of the various attempts to prepare and involve parents and community leaders in support of the Voluntary Desegregation Plan, three levels of community/parent involvement were established: Citizens' Panel for Desegregation and the Citywide Desegregation Resource Team; district desegregation resource teams; and local school/community desegregation resource teams. In addition, as required by Federal guidelines, an Emergency School Aid Act (ESAA) Districtwide Advisory Council was established.

#### 1. Citizens' Panel for Desegregation

Mr. Augustus Baxter, Member of the Board of Education, established the Citizens'

Panel for Desegregation, which met for the first time on October 25, 1977. This committee is composed of over 100 representatives of the community and School District and acts in an advisory and supportive role in providing suggestions for planning programs and disseminating information to the community at large through various constituent groups.

2. Citywide Desegregation Resource Team

The Citywide Desegregation Resource Team is made up of a minimum of six representatives from each district resource team. The purpose of the team is to serve as a communication link between the various districts and the administration. The team meets with the associate superintendent for Field Operations.

3. District Desegregation Resource Teams

These teams meet on a regular basis at the district level and include representatives of local school/community desegregation resource teams and community groups. The teams serve in both a planning and dissemination capacity. They provide suggestions for programs and serve as a means of channeling information about desegregation programs directly into the local community.

4. Local School/Community Desegregation Resource Teams

The members of local school/community teams are the building blocks of the Voluntary Desegregation Plan. These individuals serve on various committees and panels within the School District and the various communities. They represent the concerns of the parents and community groups at the grass roots level and meet on a regular basis in each school.

5. ESAA Advisory Council

As required by Federal guidelines, an Emergency School Aid Act (ESAA) Districtwide Advisory Council meets on a regular basis with school officials. The council, which is comprised of teachers, parents, students, and community representatives, consults with the School District prior to and following the submission of an application for assistance under ESAA. Members make on-site visits to ESAA programs and evaluate their effectiveness. The council is composed of equal numbers of majority group members and members from each minority group substantially represented by the community.

## IV. DISSEMINATION

In an effort to disseminate information to the entire city, the School District undertook a massive communications campaign. In order to insure the consistency and accuracy of information reported, a desegregation information specialist was assigned to coordinate this effort. The Desegregation Information Resource Center was also established with a telephone "hotline" to answer questions and relay information to concerned and interested citizens. The dissemination effort included various communications activities and interviews and talk shows.

### A. Communications Activities

The following activities exemplify the wide ranging communications effort put forth by the School District:

- four full-page newspaper ads in the Bulletin, Inquirer, Daily News, Tribune and twenty neighborhood papers
- 300,000 brochures describing ESAA Programs distributed to all school pupils in both English and Spanish
- advertisement (car cards) on subways, buses, and elevated lines
- monthly desegregation newsletter distributed to 6000 school and community representatives involved in the desegregation effort
- radio and television commercials
- 16mm. film "Ready for Tomorrow," narrated by John Facenda; 25 copies made available to schools, community groups, churches, etc.
- scheduling of desegregation visitation opportunities (Open House) to give parents opportunities to visit several educational models, with free transportation to sites

In addition, the School District has written, edited and published an eight-page newspaper supplement about the desegregation program which was carried in the Bulletin, Daily News and Tribune in January, 1979, with a press run of 510,000. This has also been used as a mailer to interested citizens.

Over 840,000 copies of Perspective, the School District newspaper, have been printed and distributed, each copy containing from two to four pages devoted exclusively to promotion of the Voluntary Desegregation Plan and its various components, including a desegregation information hotline. These newspapers have gone to every parent in the School District and to a wide spectrum of civic, community and business leaders.

### B. Interviews and Talk Shows

Out of this effort came requests for interviews and participation on numerous radio and television news and talk shows. Approximately sixteen such shows were visited in the first year alone. In addition, numerous interviews were given to the major daily newspapers and local community newspapers.

Over forty news releases dealing with desegregation have been authored since last September. They have generated extensive publicity on radio and television and in newspapers. The volume and extent of positive media coverage, plus unanimous editorial support, of the unveiling of the Voluntary Desegregation Plan in February, 1979, were unprecedented. Television, particularly, continues to cover positively almost any news event dealing with desegregation.

The amount of time that Dr. Michael P. Marcase, Superintendent of Schools; Mr. Augustus Baxter, Member of the Board of Education; Dr. Richard D. Hanusey, Associate Superintendent for Field Operations; Dr. Ernestine J. Carter, Director, ESAA Programs; and Mr. William Jones, Director, Informational Services, have spent on radio and television talk shows discussing desegregation is also unprecedented. Dr. Marcase and Dr. Hanusey have spoken to numerous community groups throughout the city and suburbs about desegregation.

Samples of the newspaper advertisements, informational brochures, monthly desegregation newsletter, Reflections, and other public relations materials listed in Appendix "C" are available upon request from Field Operations.

## V. FUNDING

The funding for the voluntary desegregation effort comes from two sources: the operating budget of the School District and Federal funding in the form of grants under the Emergency School Aid Act (ESAA). The desegregation budget for the 1979-80 school year totals $9.7 million, with $4 million coming from the School District and $5.7 million from ESAA.

### A. Operating Budget

The monies generated from the operating budget pay for student transportation, administrative and general instructional services, instructional supplies and materials, and facility rental. The specific amounts allocated in each category as of January 31, 1980, are as follows:

| | |
|---|---|
| Personnel | $ 245,000 |
| Student Transportation | 1,350,000 |
| School Aides for Buses | 537,000 |
| Supplies/Books/Equipment | 337,500 |
| Rental/Plant Operation | 172,840 |
| Special Programs | 646,618 |

### B. ESAA Grants

The Emergency School Aid Act is designed to provide additional funds to assist school districts in desegregation. Philadelphia receives ESAA money under four grants: Basic, Pilot, Magnet School, and Other Special Projects.

1. The Basic Grant brings $2.6 million to assist the School District in reducing minority group isolation or meeting special needs incident to the elimination of segregation. Among the services provided by these funds are remedial services, training of teachers, and development of new curricula. The largest part of these monies is used to fund the Instructional Enrichment Centers in 13 schools.

2. The Pilot Grant generates $700,000 for unusually promising and innovative programs or projects especially designed to overcome the adverse effects of minority group isolation by improving the academic achievement of children in one or more minority group isolated schools. The bulk of these funds is used to support twenty-one Academic Resource Centers throughout the city.

3. The Magnet Grant provides $1.6 million for the purpose of planning, designing, and conducting educational programs which, because of their special curriculum offerings, act as magnets in attracting substantial numbers of pupils of different racial backgrounds. These funds are currently divided among two high schools and one middle school, with $27,000 set aside for evaluation of these programs.

4. The Other Special Projects Grant gives the School District slightly more than $1.3 million to finance programs not included under other categories but believed to be capable of significantly enhancing the effort to reduce racial isolation and promote integration. Currently, these funds support nine different projects in ten different schools.

Grants from Title IV of the Elementary and Secondary Education Act are used to fund alternative programs. In addition, grants from Title IV of the Civil Rights Act are used for staff development. Both of these activities contribute to the desegregation efforts of the School District.

Although the School District was able to generate over $9 million from various sources for desegregation, this amount did not meet the anticipated needs for financing the voluntary plan. The School District is currently exploring all sources of funding for additional monies to further enhance the educational programs of even more schools in order to attract still more voluntary transfers of pupils for desegregation.

The School District has requested over nine million in funds in its application for ESAA funding for 1980-81. The proposal includes plans for the continuation and expansion of instructional enrichment centers, music and art centers, middle years alternative programs, multi-lingual programs, and magnet schools, including the proposed High School of International Affairs. A new category of programs is included under special student concerns.

The ESAA application for 1980-81 indicates the long range planning now going on in desegregation activities in the School District. In its application, the School District has requested three planning grants in order to plan three additional magnet schools: High School of Health Sciences, High School of Fashion and Related Industries, and the High School of Finance and Management. A brief description of these magnet schools can be found in Appendix "D."

## VI. MOVEMENT OF PUPILS

The Board of Education of the School District of Philadelphia passed a resolution on February 13, 1978, clearly defining the transfer policy under the Voluntary Desegregation Plan. That resolution included the following:

1. All optional feeder territories that presently exist in the School District of Philadelphia shall be removed.

2. EH 36 applications (voluntary transfers) will be approved only if the transfers promote desegregation. Pupil transfers will not be approved if they will adversely affect the racial balance of the sending or receiving schools.

The elimination of optional feeder patterns and voluntary transfers which do not promote desegregation demonstrate the firm commitment of the School District to the success of the Voluntary Desegregation Plan.

The Board Resolution also provided for the development of university-related magnet schools, the expansion of already existing magnet programs, and free transportation for all pupils who volunteer to transfer to schools more than one mile from their homes. All of these resolutions have been implemented.

The establishment of special programs has resulted in a significant increase in pupil transfers for desegregation purposes and in the number of pupils in desegregated school settings.

### A. Establishment of Special Programs

All Philadelphia public schools are part of the Voluntary Desegregation Plan. Parents from all areas of the city are encouraged to participate in the desegregation effort by transferring their children outside their immediate neighborhood to schools which need pupils of their race.

In order to attract parents to schools beyond their immediate neighborhood and thereby facilitate the reduction in the number of racially identifiable schools, special programs have been developed within certain schools to further enhance and diversify the educational offerings of those schools. In addition, several new schools have been established which draw their pupil population from a citywide rather than neighborhood basis. Among these are the High School for Creative and Performing Arts, the High School for Engineering and Science, and the Academy for Middle Years.

The High School for Creative and Performing Arts (CAPA) was the first magnet school opened by the School District as part of the Voluntary Desegregation Plan. The school was designed to provide all pupils with special instruction and programs in visual arts, creative writing, dance, drama, and music, vocal and instrumental. CAPA offers a comprehensive college preparatory program and uses an interdisciplinary teaching approach. Located in center city, CAPA draws upon the resources of nearby world famous institutions, such as the Academy of Music, the College of Performing Arts, Settlement Music School, and the Museum of Art.

The High School for Engineering and Science, located on the Temple University campus, is designed to help prepare pupils desiring careers in engineering, science, or mathematics. In the twelfth grade, students may elect to take courses on the campus of a participating university, after completing courses mandated by the State for the high school diploma. Active support for this program is offered by Drexel University,

University of Pennsylvania, Temple University, Villanova University and Widener University. These five institutions offer opportunities in the way of experiences, trips, and resident summer involvement on their campuses. Similarly, many business firms offer internship experiences.

The Academy for the Middle Years (AMY 6) was one of the programs most successful in recruiting students to transfer from across the entire city for desegregation. Working from a zero based population, AMY 6 quickly grew to over two hundred students equally distributed between white and non-white. The program serves grades 6,7, and 8 and features small classes, individualized instruction, emphasis on basic skills, and a wide selection of elective courses.

Each of these three schools is desegregated and reflects a cross section of the neighborhoods and ethnic groups that comprise the School District of Philadelphia.

Funding for these special programs and new schools comes from both the operating budget of the School District and grants from the Emergency School Aid Act (ESAA).

A brief description of other special programs funded under the Emergency School Aid Act (ESAA) can be found in Appendix "E."

A very dramatic and encouraging aspect of the desegregation effort is the voluntary pairing of schools in order to bring about desegregation.

One of these pairings occurred in the southern end of the School District and involved two schools, Girard Elementary (66% white) and Poe Elementary (95% minority), located about a mile apart. The result was a merged student body of 48% minority and 52% white.

Another pairing involved the Willard Elementary, which was 90% white, and the Powers Elementary, which was 53% minority. The merging of the student bodies of these schools, located only four blocks apart in the Kensington section of the city, resulted in two additional schools being desegregated.

Mention should also be made of the Dunbar Elementary School, adjacent to Temple University in North Philadelphia. As of June, 1979, Dunbar was 98.1% minority; but as a result of the addition of a highly structured program emphasizing basic skills and good study habits, in addition to a strong recruitment effort, the school was able to open in September with fifty white pupils. This constitutes approximately a 16% white enrollment.

B. Pupil Transfers

The Voluntary Desegregation Plan of the School District of Philadelphia, as approved by the Board of Education in April, 1978, was to be phased in over a three year period starting in September, 1978. It was originally anticipated that the first year would produce the voluntary movement of 5,100 students from kindergarten through grade 12.

However, the voluntary plan suffered a delay of approximately six months because of teacher contract problems and the transfer of some 4,000 teachers in order to comply with HEW's finding that there was insufficient racial desegregation in teacher assignments. The combination of these factors resulted in only about 1,000 of the anticipated 5,100 students transferring for desegregation. This was due in part to the movement and confusion within the School District caused by the two factors cited above, as well as the delay in establishing new programs because of the uncertainty of staffing.

After February 1, 1979, once conditions within the School District were stabilized, pupil transfers began to increase. As a consequence of both the communications and recruitment efforts of School District personnel during the spring and summer of 1979, an additional 6,000 pupils voluntarily transferred for desegregation. Also, over 1,500 pupils were involved in desegregation through the pairing of schools.

The combination of these transfers and pairings resulted in over 8,500 students moving for desegregation, a significantly greater number in a ten-month period than was originally targeted for the entire first year of the plan. Of these 8,500 pupils, approximately 15% are white, and many are from private and parochial schools.

The true impact of this movement of pupils can best be demonstrated by the fact that as of June, 1979, the School District had need of only 30 buses for desegregation; while in September of 1979, 93 buses were needed to transport slightly more than half of the students involved in desegregation. The rest are provided with free school tokens and use public transportation.

The voluntary transfer process and the pairing of schools were not the only causes for movement among students for desegregation. In addition to these vehicles for change, the School District also closed 13 schools because of dwindling enrollments and older facilities. Many of those students volunteered to help desegregate still more schools. The result of these efforts was a significant increase in both the number of desegregated schools and the number of students receiving an education in a desegregated setting. In addition, the School District was successful in reducing the number of racially isolated schools throughout the city.

In November 1976, with an enrollment of 257,942, there were 40,171 pupils receiving an education in a desegregated setting in 47 schools. These numbers changed significantly since the implementation of the Voluntary Desegregation Plan. In November, 1979, with an enrollment of 232,328, there were 51,699 pupils receiving an education in a desegregated setting in 68 schools, which are listed in Appendix "F."

The effects of the desegregation effort of the School District are reflected in the 45% increase in the number of desegregated schools and the nearly 30% increase in the number of pupils in desegregated schools.

In addition, it should be noted that there are 34 schools moving toward desegregation. These schools include 24 predominantly white schools in which the minority enrollment more than doubled during the period from 1976-77 to 1979-80 and 10 predominantly minority schools in which the white enrollment increased by more than one third during the same period.

This significant progress towards voluntarily desegregating the Philadelphia public schools was made despite the delays caused in the implementation of the plan by the teacher contract problems and the massive transfer of teachers to eliminate racial imbalance of school staffs. This significant progress was also made despite the fact that the School District of Philadelphia presently has a minority pupil population of 70%.

## VII. CONCLUSION

In 1978, Gary Orfield wrote a book titled Must We Bus?, a work that is rapidly being recognized as one of the most comprehensive documents on school desegregation in the United States. In his text, the author points out the following criticisms of desegregation plans that do not achieve their stated purpose:

1. Initial costs can be substantial and arise suddenly. Most districts fail to budget in advance for new buses or other items necessary to carry out a plan.

2. Often no educational planning goes into a desegregation plan, resulting in inappropriate training for staff, adjustments to curricula, restructuring of school facilities, etc.

3. Cities too frequently plan for desegregation in isolation, not learning from mistakes and successes of comparable districts.

4. Plans often fail to provide opportunities for community preparation (training) or involvement.

The School District of Philadelphia in its comprehensive planning phase may well be one of the first major northern urban school districts to prove to be the exception to Dr. Orfield's criticisms. Careful planning provided for securing and allocating funds to implement the Voluntary Desegregation Plan. A massive program of staff orientation and training preceded and accompanied the establishment of new programs and the transfer of pupils. Many administrative and supervisory personnel were sent to comparable school districts to learn first hand their successes and failures. Finally, community groups were involved from the beginning stages of the preparation of the Voluntary Desegregation Plan and continue to be made aware of programs and policies.

The School District has taken great care to avoid the mistakes of other urban school districts. By doing so, the School District hopes to insure the success of the Voluntary Desegregation Plan in reducing racial isolation within its schools.

Taking into consideration the problems and delays caused by contract negotiations and teacher transfers mandated by HEW, the amount of voluntary movement for desegregation over the past year becomes very significant. Given the added element of the overwhelming minority pupil enrollment in the school system, the amount of voluntary pupil movement becomes even more significant.

The most encouraging aspect of our entire Voluntary Desegregation Plan is the change of attitudes toward desegregation which is taking place among parents, community, and students. Examples include the following:

(1) number of transfer applications (over 25,000)
(2) responses to the various newspaper advertisements and other dissemination materials made available to parents by the School District of Philadelphia
(3) the two voluntary school pairings which have already taken place and those being considered
(4) the active support and good attendance at the many desegregation committee meetings; e.g., Citizens' Panel for Desegregation, ESAA Advisory Council, Citywide Desegregation Resource Team, eight district desegregation resource teams, and at the many local school team meetings.

(5) beginning of middle management support of business and industry
(6) formation of multiracial coalitions to support desegregation
(7) student views on desegregation as measured by the School District's ESAA Evaluation Team (See Appendix "G.")
(8) attendance at staff development workshops which are voluntary
(9) requests for use of the desegregation film by community groups
(10) holding of forums on desegregation by various community groups

With this kind of support of the Voluntary Desegregation Plan, the School District of Philadelphia is proceeding with long range plans to successfully desegregate the Philadelphia public schools.

Since we live in a community of many ethnic and cultural backgrounds, we believe a desegregated school prepares students better to live in our society in harmony and understanding. Most experts define "quality education" as educational excellence which takes place in integregated classrooms.

Segregated schooling is inherently unequal in a multicultural society. The effects, especially on minority students, can be damaging. No amount of special programs, additional services, and facilities can compensate for the values, feelings and experiences which can be realized by students only in a desegregated setting.

APPENDIX "A"

THE SCHOOL DISTRICT OF PHILADELPHIA
BOARD OF EDUCATION
21st STREET SOUTH OF THE PARKWAY
19103

OFFICE FOR FIELD OPERATIONS

January 3, 1980

# VOLUNTARY DESEGREGATION PLAN

## UPDATE REPORT

We are pleased to provide the following data relative to desegregation in the Philadelphia public schools:

1. Number of desegregated schools

   a. Fall, 1976 - 47 schools (40,171 pupils)
   b. Fall, 1979 - 68 schools (51,699 pupils)

   The effects of the desegregation efforts of the School District are reflected in the 45% increase in the number of desegregated schools and the nearly 30% increase in the number of pupils in desegregated schools to this date.

2. Number of schools moving toward desegregation: 34

   a. Minority enrollment in 24 predominantly white schools more than doubled during the period from 1976-77 to 1979-80.

   b. White enrollment in 10 predominantly minority schools increased by more than one-third during the same period.

3. Pupil transfers for desegregation

   a. As of January, 1980, over 7000 pupils have tranferred for desegregation.

   b. Approximately 15% of these are white pupils.

4. Funding for desegregation, 1979 - 80

   a. Operating budget - $4 million

   b. Emergency School Aid Act (ESAA) - $5.7 million

5. Number of ESAA programs, 1979-80 - 58

6. Types of ESAA programs

   a. Magnet schools - 3
   b. Instructional Enrichment centers - 13
   c. Academic Resource Centers - 21
   d. Multicultural/Multilingual Programs - 3
   e. Basic Skills/Unified Arts - 2
   f. Middle Years Alternative for the Humanities (MYA)
   g. Edison Satellite Program (Dropout prevention)
   h. Girard Academic Music Program (GAMP)

7. Other special projects funded by ESAA as of October, 1979

   a. Academy for Academic Excellence (J. S. Jenks)
   b. Academic Academy for the Middle Years (Creighton)
   c. Bilingual Education (Moffet)
   d. Child Development Centers - All - Day Kindergarten
      (Bache; Wayne; George Washington Elementary)
   e. Girard/Poe Pairing
   f. Willard/Powers Pairing
   g. Shawmont Academic Music Program (SAM)
   h. Kensington/Edison Youth Program (KEY)

8. Staff development

   a. Office of Integration and Intergroup Relations
      (Mrs. Gertrude Barnes)

      For administrators - 3 workshops; 717 participants
      For administrators, staffs, and students - 42 workshops;
      6,383 participants

   b. Office of Staff Development and Leadership
      (Dr. Rita C. Altman)

      For ESAA principals and staffs - 58 workshops;
      1,652 participants

9. Public relations activities

   a. Four full-page newspaper ads (Bulletin; Inquirer; Daily News;
      20 neighborhood newspapers)
   b. ESAA programs brochure (300,000 distributed to all pupils)
   c. Hispanic version of ESAA brochure (25,000 copies)
   d. Car cards in SEPTA vehicles (2,600 car cards)
   e. Posters with pockets for brochures (1,500 copies)
   f. Monthly desegregation newsletter for communities (6000 copies)
   g. Radio and television commercials (94 spots)
   h. 16mm film - "Ready for Tomorrow," narrated by John Facenda
      (25 copies, available to community groups, churches,
      schools, business and industry, etc.)

i. Talk-show appearances (approximately 20 appearances)
j. Desegregation Resource Information Center hotline
k. Meetings (school organizations; community organizations; church groups; business and industry organizations)
l. Desegregation school/community committees
    (1) Citizens' Panel for Desegregation
    (2) ESAA Advisory Board
    (3) Citywide Desegregation Resource Team
    (4) District Desegregation Resource Teams (8)
    (5) School/Community Desegregation Resource Teams (280)
m. Desegregation Visitation Opportunities (185 participants)

10. Planned public relations activities

a. Formation of a Citywide Students' Desegregation Team
b. Increased appearances on television and radio talk shows
c. Publication of a comprehensive brochure listing all the unique educational opportunities available under the Voluntary Desegregation Plan (5,000 copies).
d. Production of a report card "stuffer" listing all the unique education opportunities available under the Voluntary Desegregation Plan (300,000 copies)
e. Development of brochures for ESAA Other Special Projects
f. Interschool visitations (cultural exchanges, parent visits, pupil visits, etc.)
g. Joint projects with business and industry to promote programs
h. Billboard displays in strategic locations throughout the downtown area and neighborhoods
i. Increased television and radio spot commercials

11. Forward look

a. Proposal for ESAA funding for 1980-81

(1) Instructional Enrichment Centers
(2) Music and Art Enrichment Centers
(3) Middle Years Alternative Programs
(4) Multi-Lingual Programs
(5) Special Student Concerns
(6) Magnet Schools

(a) High School of Creative and Performing Arts
(b) High School of Engineering and Science
(c) Middle School of Science and Math
(d) High School of International Affairs
(e) Communications Magnet Program
(f) Samson Freedman Academy of Humanities
(g) High School of Fashion and Related Industries
(h) High School of Finance and Management
(i) High School of Health Sciences

b. Additional voluntary school pairings
c. Student Advisory Committee for Desegregation
d. Number of desegregated schools projected for September, 1980 - 81 schools (over 60,000 pupils)

Richard D. Hanusey
Associate Superintendent
for Field Operations

APPENDIX "B"

Following is a breakdown for each of the six workshops held during the summer of 1978, listing the name of the consultant, topic addressed, and participant groups included:

1. August 15 - 16, 1978 - Daroff School

   Intergroup Skills Workshop - Teachers and Instructional Aides

   Dr. Dudley Flood, Assistant Superintendent, North Carolina Department of Instruction, Raleigh, N.C. - Consultant

   Participants: Teachers - 296; Counselors - 8; Instructional Aides - 40; Librarians - 2; Total Attendance - 358

2. August 21 - 22, 1978 - Daroff School

   Problem Analysis Clinic for Principals and Instructional Personnel

   Dr. Boyce Mosley, Area Superintendent, Baltimore City Schools, Baltimore, Maryland - Consultant

   Participants: Principals - 52; Vice Principals - 10; Teachers - 54; Counselors - 6; Speech Therapists - 2; Total Attendance - 114

3. August 23 - 24, 1978 - Daroff School

   Intergroup Skills Workshop for Teachers and School Personnel

   Dr. Houston Conley, Associate Professor of Education, Virginia Polytechnical Institute, Blacksburg, Virginia - Consultant

   Participants: Administrators - 25; Teachers - 35; School Community Coordinators - 15; Other Personnel - 36; Total Attendance - 110

**APPENDIX "C"**

## DISSEMINATION

A packet of materials developed to promote desegregation and to disseminate information regarding educational opportunities available under the Voluntary Desegregation Plan is available upon request from Field Operations. The packet includes the following materials:

- brochures
- newspaper ads
- desegregation newsletter (Reflections)
- news articles
- question and answer sheet

APPENDIX "D"

## HIGH SCHOOL FOR INTERNATIONAL AFFAIRS

Planning and Implementation - $506,846

**Emphasis**

- development of understanding necessary for seeing the social, ecological, cultural, economic, political, and biological relationships of an inter-dependent world
- development of skills in diplomacy, business, commerce, communications, and related professions and fields in a trans-national world

**Target Population**

9th grade - 250 students for September, 1980

250 per grade - 1000 students - 9-12 grades

**Uniqueness of Activities**

- resource people from university and corporate world
- development and implementation of special activities by the World Affairs Council:

  institution of "chairs" in various curricular areas

  special classroom materials

  field trips

  simulations

- computer center
- specialized library facilities
- work experiences in institutions of higher learning and international agencies
- strong language component

  German, French, Spanish, Russian

- social studies areas:

| | |
|---|---|
| Contemporary Global Issues | Global Economics |
| International Telecommunications | Foreign Policy |
| World Resources and Geography | World Cultures |

HIGH SCHOOL FOR INTERNATIONAL AFFAIRS

Personnel and Other Costs

Coordinator (1) - work with Division of Social Studies, World Affairs Council, and magnet staff

Teacher Specialists (3)

Counselor (1)

Secretary (1)

Classroom Aides

Consultants/Guest Speakers

Staff Development

## HIGH SCHOOL FOR HEALTH SCIENCES

Planning - $87,556 Implementation - $93,400

**Emphasis**

- preparation for careers in health sciences
- conversion of Franklin Learning Center to a magnet school for health sciences while maintaining its unique individualized instructional curriculum concept

**Target Population**

Grades 9-12 - 900 students by year 1984-85

First phase of implementation - February, 1981

**Uniqueness of Activities**

- instruction and experience in medical setting
- use of medical students as mentors
- seminars with professional medical staff
- student internship programs
- entry level job skills
- involvement of medical schools, numerous educational institutions, hospitals, and other health services institutions and agencies
- promotion of interracial/intercultural understanding
- individualized curriculum (computer managed curriculum)
- minority related curriculum:

  study of contribution of various ethnic and racial groups, particularly minorities, to science

  use of doctors, scientists, and technicians to serve as role models

**Personnel and Other Costs**

Planning Activities (July 1, 1980 - January 31, 1981)

Planning Assistant, Secretary, Curriculum Specialist

Implementation

Teachers (2) Lab Assistant (1) Secretary (1)

Staff Development

HIGH SCHOOL FOR HEALTH SCIENCES

Activities of Planning Team

- Curriculum Development
- Program Development
- Site Preparation
- Recruitment

## HIGH SCHOOL OF FASHION AND RELATED INDUSTRIES

### Planning - $111,811

**Emphasis**

- development of the skills necessary to enter the field of fashion design and related industries
- specialized programs in production, design, and marketing of all aspects of the fashion and related industry

**Target Population**

9th grade - 250 students for September, 1981

200 per grade - total of 800 students in grades 9-12

**Uniqueness of Activities**

- will provide experiences beyond the academic program
- presentation from work locations, department stores, and colleges connected with fashion and design (e.g., Moore Institute, Textile, Drexel University)
- involvement of clothing industry, labor, and schools of art and technology
- special curriculum

| | |
|---|---|
| Textile Technology | Fashion and Design |
| Apparel and Household Textiles in Production | |
| Design Principles | Management Skills |
| Developmental Work Experiences | |
| Marketing Fundamentals | |

**Personnel and Other Planning Costs**

| | |
|---|---|
| Planner (1) | Secretary (1) |
| Curriculum Specialist (1) | Travel, Consultants |
| Equipment and Supplies | |

**Activities of Planning Team**

- Curriculum development
- Site identification and preparation
- Recruitment

## HIGH SCHOOL OF FINANCE AND MANAGEMENT

Planning - $111,811

**Emphasis**

- unique opportunity to study, observe, and have meaningful training experiences in the many career options offered in management, marketing, and public service
- career exploration, field experiences, work-study programs, and university and corporate related studies

**Target Population**

9th grade - 200 students for September, 1981

800 students - grades 9-12 by 1984-85

**Uniqueness of Activities**

- opportunity for students to develop their own businesses using the Junior Achievement model
- use of wealth of resources of the city, such as financial institutions, including stock exchanges, large corporations, and small businesses; hospitals; geriatric institutions; hotels; condominiums; major radio and television stations; supermarkets; department stores; and universities
- specialized curriculum:

| | | |
|---|---|---|
| economics | accounting | computer science |
| statistics and probability | common stocks | |
| algebra to analyze profits | elements of ma agement | |
| management of goods and services | data processing | |
| marketing technology and trends | | |
| institutional management | | |

- intern type experiences
- college level courses at area colleges
- business and college contributions to the human resource bank of lecturers

**Personnel and Other Costs**

| | |
|---|---|
| Planner (1) | Secretary (1) |
| Curriculum Specialist (1) | Travel, Consultants |
| Equipment and Supplies | |

HIGH SCHOOL OF FINANCE AND MANAGEMENT

Activities of Planning Team

- Curriculum Development
- Site Identification and Preparation
- Development of Community/Industry Linkages
- Recruitment

APPENDIX "E"

EDUCATIONAL OPPORTUNITIES FUNDED BY THE EMERGENCY SCHOOL AID ACT (ESAA)

- Instructional Enrichment Centers (IEC)

  Major emphasis is on basic academic skills with math, reading, and science enrichment activities.

- Multi-Lingual/Multi-Cultural Program

  This program is designed to serve both Hispanic and English-speaking children and provide a variety of services to meet their diversified needs, including intensive programs in language arts and mathematics for Hispanic pupils in grades 4-6, conversational Spanish for English-speaking pupils in grades 4-6, and instruction in Latin for all pupils in grades 5-6; multi-cultural activities for all pupils and parents; tutorial programs.

- Basic Skills/Unified Arts Program

  This program makes use of individualized educational programs and learning laboratories; exposure is provided to many forms of expression in all media. Students receive rich multi-sensory experiences in all modes of expression - art, music, dance, language, and drama.

- Middle Years Alternative for the Humanities (MYA)

  An in-depth study of cultures, both ancient and modern, is the basis for the Humanities curriculum. Students participate in an ungraded independent study program based on contracts, learning stations, activity centers, and small group and individualized instruction.

- Girard Academic Music Program (GAMP)

  GAMP combines academics with special instruction in the area of music, vocal and instrumental. All children receive instruction in music theory, music history, and choir and may select among piano, guitar, string, brass, and woodwind instrumental lessons.

- Academic Resource Centers (ARC)

  The ARC's are designed to promote a high-intensity remedial skills and instructional program for underachieving students in grades 4, 5, and 6 in minority group isolated schools.

- High School for Creative and Performing Arts (CAPA)

  The school is designed to provide all students from the Philadelphia area with special instruction and programs in visual arts, creative writing, dance, drama, and music, instrumental and vocal. The neighboring cultural organizations are used for such activities as the production of plays and vocal and instrumental performances.

- Middle School for Science and Mathematics

This program features an activity-oriented curriculum which uses mini-computers and hand calculators in math, and actual experiences with materials and equipment in science. Field trips and community resources are used to enhance the capabilities of students in math and science.

- High School of Engineering and Science

The curriculum is centered around the areas of engineering and technology. An accelerated program for capable students provides for completion of State-mandated courses for graduation by the end of 11th grade. Students in the 12th grade will be taking courses at affiliated universities (Temple, Penn, Drexel, Widener, Villanova) for elective credit and for college credit with the universities.

- Edison Satellite Program

This program is designed for 300 senior high students who, though talented and potentially able, are underachievers. An experiential curriculum, including basic skills and career development, with emphasis on off-site activities, is offered.

- Shawmont Academic Music Program

The Shawmont Academic Music program (SAM) provides children in grades K-8, who have an interest in music, with the opportunity for instruction in voice, music composition, related music subjects, and the playing of musical instruments. Students in the SAM program perform in vocal and instrumental groups and are involved in the performance of stage productions. In addition, students are expected to learn to write music and to maintain a high level of achievement in academic subjects.

- Academic Academy for Middle Years

The Academy provides an instructional program in a broad curriculum designed to provide added incentive for minority students in grades 6, 7, and 8. The program also provides more personalized contact with teachers and staff for middle years students. Curriculum offerings emphasize basic academic skills (language arts and math) with special course offerings in foreign language exploration and math and science enrichment.

- Academy for Academic Excellence

The program for academic excellence serves the needs of academically advanced students in the primary and intermediate grades. The curriculum is the result of the work of curriculum specialists and the community at large who represent the racial and ethnic populations to be served. Activities include basic subjects and those focused on science, foreign languages, and enrichment.

- Child Development Centers

This is a full-day program serving children of kindergarten age and offers a family grouping curriculum. Basic skills are taught within the framework of Equal Rights - an intergroup education curriculum. Children learn in a multi-ethnic setting which is highly individualized according to their needs.

- Girard/Poe Pairing Project

The merged student body is 48% minority and 52% non-minority. The desegregated student population has the services of a new Integration Unit consisting of three specialist teachers, three activity assistants, and one full-time school counselor. This unit works to unify students into one cohesive student body through physical development, arts and crafts activities, and ethnic studies. The Integration Unit develops team spirit and cooperation.

- Willard/Powers Pairing Project

The pairing project takes two schools, Willard (90% white) and Powers (53% black and Hispanic) and merges them to create a desegregated student body. The program comprises several components serving students in the elementary grades, including an Assessment and Prescriptive Learning Center, a Unified Arts Center, and an Affective Education component, all of which provide a desegregated learning experience for all children.

- Bilingual Education Program

The program includes the development of a multi-lingual/multi-cultural program. It serves pupils in the elementary grades whose dominant language is other than English. Extensive use is made of instructional packets which deal with the customs and traditions of the ethnic groups represented among the participating students.

- Kensington/Edison Youth Program (KEY)

KEY aids potential dropouts in the completion of their education. A more individualized and personalized learning situation is offered where students and teachers develop meaningful interpersonal relationships. Career development and hands-on training is given to each KEY student. Reading, mathematics, and career development make up the core of the KEY program. The program serves 160 students from Kensington and Edison high schools in District Five.

APPENDIX "F"

ENROLLMENT IN DESEGREGATED SCHOOLS, BY RACE, FALL 1979-80

1979-80 Enrollment

| School | Total | Black | | Hispanic | | White | | Other | |
|---|---|---|---|---|---|---|---|---|---|
| | | Number | Percent | Number | Percent | Number | Percent | Number | Percent |
| Sheppard | 464 | 20 | 4.3 | 327 | 70.5 | 117 | 25.2 | - | - |
| Olney Wyoming | 626 | 363 | 58.0 | 98 | 15.7 | 161 | 25.7 | 4 | 0.7 |
| Muhr | 134 | 88 | 65.7 | 11 | 8.2 | 35 | 26.1 | - | - |
| Parkway Zeta | 223 | 157 | 70.4 | 3 | 1.3 | 61 | 27.4 | 2 | 0.9 |
| Olney S.H.S. | 3,600 | 1,949 | 54.1 | 586 | 16.3 | 996 | 27.7 | 69 | 2.7 |
| Morton | 735 | 527 | 71.7 | 2 | 0.3 | 204 | 27.8 | 2 | 0.3 |
| Stearne | 396 | 246 | 62.1 | 37 | 9.3 | 112 | 28.3 | 1 | 0.3 |
| Longfellow | 558 | 123 | 22.0 | 259 | 46.4 | 173 | 31.0 | 3 | 0.6 |
| Stetson J.H.S. | 1,449 | 403 | 27.8 | 564 | 38.9 | 477 | 32.9 | 5 | 0.4 |
| Fitler | 385 | 224 | 58.2 | 20 | 5.2 | 129 | 33.5 | 12 | 3.1 |
| Parkway Alpha | 243 | 147 | 60.5 | 14 | 5.8 | 82 | 33.7 | - | - |
| Masterman Elem. | 375 | 232 | 61.9 | 8 | 2.1 | 129 | 34.4 | 6 | 1.6 |
| Penrose | 462 | 283 | 61.3 | 7 | 1.5 | 160 | 34.6 | 12 | 2.6 |
| Edison Project | 145 | 53 | 36.6 | 41 | 28.3 | 51 | 35.2 | - | - |
| Jackson | 288 | 171 | 59.4 | 14 | 4.9 | 102 | 35.4 | 1 | 0.3 |
| Pepper | 1,064 | 675 | 63.4 | 6 | 0.6 | 379 | 35.6 | 4 | 0.4 |
| AMY (2) | 190 | 115 | 60.5 | 4 | 2.1 | 69 | 36.3 | 2 | 1.1 |
| Overbrook Sch.for Blind | 132 | 77 | 58.3 | 6 | 4.5 | 49 | 37.1 | - | - |
| Girls' S.H.S. | 2,097 | 1,192 | 56.8 | 44 | 2.1 | 783 | 37.3 | 78 | 3.7 |
| MYA | 151 | 89 | 58.9 | 1 | 0.7 | 57 | 37.7 | 4 | 2.7 |
| Upsal Day | 37 | 20 | 54.1 | 3 | 8.1 | 14 | 37.8 | - | - |
| Douglas, S.A. | 221 | 90 | 40.7 | 47 | 21.3 | 84 | 38.0 | - | - |
| Penn Treaty J.H.S. | 1,467 | 295 | 20.1 | 599 | 40.8 | 572 | 39.0 | 1 | 0.1 |
| Masterman J.H.S. | 698 | 404 | 57.9 | 7 | 1.0 | 280 | 40.1 | 7 | 1.0 |

| School | Total | Black | | Hispanic | | White | | Other | |
|---|---|---|---|---|---|---|---|---|---|
| | | Number | Percent | Number | Percent | Number | Percent | Number | Percent |
| South Phila. S.H.S. | 3,874 | 1,967 | 50.8 | 89 | 2.3 | 1,558 | 40.2 | 260 | 6.8 |
| Greenfield | 937 | 474 | 50.6 | 26 | 2.8 | 401 | 42.8 | 36 | 3.8 |
| Widener | 412 | 201 | 48.8 | 26 | 6.3 | 179 | 43.4 | 6 | 1.5 |
| H.S. for Engr.& Science | 281 | 138 | 49.1 | 12 | 4.3 | 124 | 44.1 | 7 | 2.5 |
| McCall | 759 | 277 | 36.5 | 31 | 4.1 | 340 | 44.8 | 111 | 14.6 |
| Powers | 274 | 66 | 24.1 | 82 | 29.9 | 126 | 46.0 | - | - |
| AMY (6) | 213 | 104 | 48.8 | 8 | 3.8 | 98 | 46.0 | 3 | 1.4 |
| Furness S.H.S. | 723 | 346 | 47.9 | 38 | 5.3 | 337 | 46.6 | 2 | 0.3 |
| Jones J.H.S. | 1,452 | 268 | 18.5 | 497 | 34.2 | 686 | 47.2 | 1 | 0.1 |
| Smedley | 523 | 254 | 48.6 | 14 | 2.7 | 251 | 48.0 | 4 | 0.8 |
| Girard | 1,118 | 556 | 49.7 | 16 | 1.4 | 542 | 48.5 | 4 | 0.4 |
| KEY Program | 61 | 14 | 23.0 | 16 | 26.2 | 31 | 50.8 | - | - |
| Cramp | 682 | 15 | 2.2 | 319 | 46.8 | 347 | 50.9 | 1 | 0.1 |
| Central | 1,607 | 656 | 40.8 | 27 | 1.7 | 845 | 52.6 | 78 | 4.9 |
| Conwell M.S. | 806 | 272 | 33.7 | 104 | 12.9 | 429 | 53.2 | 1 | 0.1 |
| Lamberton | 1,988 | 851 | 42.8 | 7 | 0.4 | 1,093 | 55.0 | 37 | 1.9 |
| Cornman | 152 | 63 | 41.4 | 3 | 2.0 | 86 | 56.6 | - | - |
| Key | 444 | 160 | 36.0 | 23 | 5.2 | 253 | 57.0 | 8 | 1.8 |
| Finletter | 716 | 254 | 35.5 | 18 | 2.5 | 409 | 57.1 | 35 | 4.9 |
| H.S.Creative & Perf.Arts | 521 | 205 | 39.3 | 13 | 2.5 | 301 | 57.8 | 2 | 0.4 |
| Saul | 636 | 236 | 37.1 | 10 | 1.6 | 388 | 61.0 | 2 | 0.4 |
| Harding J.H.S. | 1,100 | 347 | 31.5 | 79 | 7.2 | 673 | 61.2 | 1 | 0.1 |
| Kirkbride | 479 | 77 | 16.1 | 102 | 21.3 | 296 | 61.8 | 4 | 0.8 |
| Morrison | 719 | 32 | 4.5 | 160 | 22.3 | 448 | 62.3 | 79 | 11.0 |

| School | Total | Black | | Hispanic | | White | | Other | |
|---|---|---|---|---|---|---|---|---|---|
| | | Number | Percent | Number | Percent | Number | Percent | Number | Percent |
| Lawndale | 310 | 105 | 33.9 | 2 | 0.6 | 197 | 63.5 | 6 | 1.9 |
| Mastbaum AVT | 1,904 | 377 | 19.8 | 287 | 15.1 | 1,239 | 65.1 | 1 | 0.1 |
| Vare Elem. | 441 | 83 | 18.8 | 62 | 14.1 | 290 | 65.8 | 6 | 1.3 |
| Roxborough S.H.S. | 2,074 | 685 | 33.0 | 11 | 0.5 | 1,371 | 66.1 | 7 | 0.3 |
| Fell | 438 | 126 | 28.8 | 7 | 1.6 | 290 | 66.2 | 15 | 3.4 |
| Cook-Wissahickon | 609 | 193 | 31.7 | 7 | 1.1 | 403 | 66.2 | 6 | 1.0 |
| Franklin Elem. | 524 | 165 | 31.5 | 8 | 1.5 | 347 | 66.2 | 4 | 0.8 |
| Fox Chase | 432 | 137 | 31.7 | 1 | 0.2 | 288 | 66.7 | 6 | 1.4 |
| Catharine | 485 | 151 | 31.1 | 7 | 1.4 | 325 | 67.0 | 2 | 0.4 |
| Fels J.H.S. | 1,289 | 389 | 30.2 | 18 | 1.4 | 872 | 67.6 | 10 | 0.8 |
| Levering | 651 | 195 | 30.0 | 5 | 0.8 | 445 | 68.4 | 6 | 0.9 |
| Dobson | 364 | 110 | 30.2 | 3 | 0.8 | 251 | 69.0 | - | - |
| Meehan M.S. | 1,132 | 330 | 29.2 | 13 | 1.1 | 783 | 69.2 | 6 | 0.5 |
| Creighton | 601 | 141 | 23.5 | 20 | 3.3 | 421 | 70.0 | 19 | 3.2 |
| Thomas J.H.S. | 644 | 164 | 25.5 | 24 | 3.7 | 454 | 70.5 | 2 | 0.3 |
| Brown, H.A. | 489 | 13 | 2.7 | 125 | 25.6 | 346 | 70.8 | 5 | 1.0 |
| Patterson | 745 | 207 | 27.8 | 3 | 0.4 | 529 | 71.0 | 6 | 0.8 |
| Shawmont | 755 | 184 | 24.4 | 3 | 0.4 | 548 | 72.6 | 20 | 2.6 |
| Solis-Cohen | 689 | 174 | 25.3 | 6 | 0.9 | 507 | 73.6 | 2 | 0.3 |
| Moore | 506 | 120 | 23.7 | 8 | 1.6 | 373 | 73.7 | 5 | 1.0 |
| Total | 51,699 | 19,825 | | 5,048 | | 25,797 | | 1,029 | |

Source: Pupil Directory Race-Grade Report of 10-5-79.

APPENDIX "G"

THE SCHOOL DISTRICT OF PHILADELPHIA
Office of Research and Evaluation
Federal Evaluation Resource Services
Desegregation Evaluation Unit

# HIGH SCHOOL FOR THE CREATIVE AND PERFORMING ARTS

## STUDENT QUESTIONNAIRE

BACKGROUND: This questionnaire was administered on June 25, 1979 the last day of school for students. Of the 419 students on roll in grades 9-11 for June, 265 students completed the questionnaire. This was a representative number of students (63%) in terms of students' race as well as the school's five performance areas: Creative Writing, Drama, Dance, Art and Music (Instrumental and Vocal).

### TABLE 1

Number and Percent of Students on Roll by Race and Grade

High School For The Creative and Performing Arts - June 1979

| GRADE | TOTAL ENROLLMENT | BLACK # | BLACK % | WHITE # | WHITE % | HISPANIC # | HISPANIC % | OTHER # | OTHER % |
|---|---|---|---|---|---|---|---|---|---|
| 9 | 147 | 60 | 40.8 | 84 | 57.1 | 2 | 1.4 | 1 | 0.7 |
| 10 | 175 | 84 | 48.0 | 85 | 48.6 | 6 | 3.4 | 0 | 0.0 |
| 11 | 97 | 49 | 50.5 | 45 | 46.4 | 2 | 2.1 | 1 | 1.0 |
| TOTAL | 419 | 193 | 46.1 | 214 | 51.1 | 10 | 2.3 | 2 | 0.5 |

13. How would you rate relationships among the various races at the school?

Students rated the relationships among the various races in the school very highly. On a rating scale from one (poor) to five (good), students rated the racial relationships at 4.7. The median response was 5, which was the highest possible rating. No students rated the relationships as poor. In all, 93.1% of the students rated the relationships among the various races as better than average or good. These data are shown in Table 18.

TABLE 18

Student Rating of Relationships Among the Races

| Performance Area | | POOR 1 | 2 | 3 | 4 | GOOD 5 |
|---|---|---|---|---|---|---|
| Creative Writing (N=21) | N | 0 | 0 | 0 | 3 | 18 |
| | % | 0.0 | 0.0 | 0.0 | 14.3 | 85.7 |
| Dance (N=67) | N | 0 | 0 | 1 | 12 | 54 |
| | % | 0.0 | 0.0 | 1.5 | 17.9 | 80.6 |
| Art (N=59) | N | 0 | 3 | 4 | 13 | 39 |
| | % | 0.0 | 5.1 | 6.8 | 22.0 | 66.1 |
| Music (N=54) | N | 0 | 0 | 2 | 9 | 43 |
| | % | 0.0 | 0.0 | 3.7 | 16.7 | 79.6 |
| Drama (N=61) | N | 0 | 0 | 8 | 11 | 42 |
| | % | 0.0 | 0.0 | 13.1 | 18.0 | 68.9 |
| Total (N=262) | N | 0 | 3 | 15 | 48 | 196 |
| | % | 0.0 | 1.2 | 5.7 | 18.3 | 74.8 |